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Comparative analysis of national rules related to vocational education for adults

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Abstract

This research was carried out under the MALT (Motivation of Adult Learners and Teachers), 2 years GRUNDTVIG project (EU LLP). First, a list of indicators was prepared. The information was gathered from the partner countries with a questionnaire form to define national rules related to adult education and adult teachers/trainers. Then similarities and differences between the countries were determined with a comparative analysis of national rules related to adult educator/trainer in Turkey, Latvia, Sweden, Germany, England and Italy. The purpose of this comparative analysis is to define existing situations and gaps between the countries.

This research was conducted with the purpose to get a list of indicators collected from the national rules of partners of the project and a list of the possible disengaged learners with the problems that they have being included in such group.

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Keyword: Adult Education; Adult Educator; Adult Teacher; National Rules

1. Introduction

The Lifelong Learning Programme (LLP) is the European Commission's new programme to promote cooperation in education and training across Europe¹. Through a variety of programmes it will contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups.

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The Commission set out guidelines for Member States to participate in a European Action Plan for the adult education sector. The Action Plan on Adult Learning was deemed necessary due to the pressures of demographic change, globalization and the emergence of newly industrialized and highly competitive countries have highlighted the need for a coordinated policy response on adult learning in the EU. The plan targets all adults, but there is a special focus on those who are disadvantaged because of their low literacy levels, inadequate work skills and / or insufficient skills for successful interaction into society. These could include migrants, older people, women or people with a disability.

Key issues in adult learning, to be considered as part of setting the Plan, include:

- Removing barriers to participation. Participation in education and training by adults is limited and imbalanced. The lowest levels of participation are by: people with the lowest levels of initial education; older people; people in rural areas, and disabled people
- Quality of adult learning. Historically low quality provision has led to poor retention and poor quality learning outcomes.
- Systems to recognise and validate learning outcomes in order to motivate adults to participate in lifelong learning. Member States are invited to link these systems to their National Qualification Frameworks, within the context of the European Qualification Framework.
- Ageing population and migrants. In particular, immigration is seen as a way towards balancing out the impact of an ageing population and to skills shortages in certain sectors. It is also highlighted that adult learning has a key role to play to support the integration of migrants in society and the economy.
- Monitoring progress is seen as essential to provide evidence of effective policies to increase adult learning and data is historically poor in this area.

1.1. MALT Project

The MALT project idea is the result of a previous transnational exchange during the development of a G2 project, in which partners have realized, that they have similar needs regarding the maintenance of adult people on training courses, although final beneficiaries have peculiarities connected to each partner context.

The MALT project, has been funded with support from the European Commission, started on 1st December 2007 and will last until 30th November 2009. Project partners come from Turkey (Dikmen Endüstri Meslek, Teknik Lise, Anadolu Meslek ve Mesleki Eğitim Merkezi), Latvia (Dobele Adult Education Centre), Germany (eduate.eu), UK (TLC), Sweden (Swedish TelePedagogic Knowledge Centre) and Italy and the project coordinator is Cooperativa Cramars from Italy. The activities of the project are divided into nine workpackages (WP). These are WP1-Creation and Development of Transnational Association, WP2-CPD (Continuing Professional Development), WP3-Teaching Bank, WP4-Webportal, WP5-Toolkit, WP6-Steering Committees - Transnational Meetings, WP7-Final Conference, WP8-Experimentation of 5 Days CPD Course, WP9-Research.

The first and necessary activity of the project was a research that could offer a range of information and results related to national rules that partners have to follow in order to develop courses for adults. Because, the most important difficulty concerns the fact that every country uses different teaching methodologies related to the national rules. It was aimed that to find out the similarities, differences and gaps related the rules through some indicators. Thus, it would be possible to find out needs and common methodologies for the project partners. There is a need to homologize such teaching methodologies using a common ground that would allow the exchange of teachers/trainers and of competences at a European level. For this purpose to create a training/educational course will allows teachers and educators to use the same training methodology at a European level. Such methodology is concretized in the CPD course. To spread the development of such a course and the results of the project, a transnational association will be established.

2. Comparison Analysis

A research form related to national rules about adult education and adult teachers/trainers was used to collect national standards of partner countries which are Italy, Turkey, Latvia, Sweden, and England. It contributed a comparative analysis of findings provided by the partner reports with the questionnaire. It was focused on Legislation, Employment, Education, Competences, Professional Development-CPD, Accreditation, Private and Public Sectors, and Needs for European levelⁱⁱ.

Table 1. Comparison Analysis

GERMANY	ENGLAND	ITALY	SWEDEN	LATVIA	TURKEY
Legislation					
-	The Further Education Teachers' Qualifications Regulations 2007	There are no any specific rules for teachers/trainers. The low reorganizes the Permanent Territorial Centers for the Education of the Adults (CTP) and the Evening Courses	The Education Act	There are no any specific rules for teachers/trainers in formal education ⁱⁱⁱ	The Apprenticeship and Vocational Training Law No. 3308 . The Law 4702 for Vocational and Technical Education Zones ^{iv}
Employment					
-	Further education trainers are not civil servants, but are public employees, and employed by the college governing body or, in the case of adult education centres, are employed by the local authority	Teachers working in the CTP (Permanent Territorial Centres for the education and the training in adult age) courses have the same rights and duties of the state teachers working in the state institutions/schools ^v .	Teachers are generally municipal employees however teachers in independent schools are employed by the schools. ^{vi}	State educational institutions, Local government educational institutions and Private educational institutions employs the teachers. ^{vii}	They are employed by MoNE those who have entered Examination of Civil Servant Selection. Within the non-formal vocational and technical education, trainers such as Experts, Training Personnel, Master Trainer and Tutors with different status, competence and education qualifications render service.

					Teachers are employed by the institutions in private sector, The individual contact is signed between teacher/trainer and the institution. ^{viii}
Minimum educational requirements					
Teachers education contains subject related professional education and pedagogical education at university. Pedagogical education contains psychology, pedagogic, didaktik and internships. No compulsory requests/certificates for informal education.	Adult education trainers usually start off as school teachers and move into adult education. They are traditionally provided from vocational education and come from industry, work on a part time basis. New entrants are now expected to work as Qualified Teacher or Associate Teacher.	Adult educational activities in conformity with interests and demand organised outside of formal education. Teachers working on the non formal education have to be qualified directly from the non formal institutions that follows different standards of quality (standard of the curricula that takes into account the education and working competences). ^{ix}	The requirement to qualify as a teacher is a complete Swedish teacher-training programme or the equivalent certification from another Member State of the European. There are no formal regulations within Advanced Vocational Education, (AVE) and supplementary education programmes because skilled personnel from the industry often teach these courses. ^x	A person shall have the right to work as a teacher in a vocational education institution who has an appropriate vocational education (qualification) and pedagogical education. ^{xi}	The same initial training conditions required for the teachers working in the schools affiliated to the Ministry of National Education are also sought for the teachers working in the institutions of Adult Education and Training. ^{xii}
Competences/Standards					
Each teacher has to prove professional knowledge by diploma, certificate etc.	CPD programmes and teacher qualifications that are recognized as	Professional Standard for Teachers depends on the subject of teaching.	Vocational teaching in upper secondary schools is provided by specialist teachers with advanced	They have similar requirements with the other teachers. Professional Standard for Teachers is	In the the framework of “Modernization of Vocational Education and Training” project

There are no specific soft skills required. Trainers are hired according to high professional skills and professional references. Some institution ask for special certificates, related to the topic.	appropriate were endorsed by FENTO (Further Education Training Organisation). Since 2007, Professional standards for teachers in the further education sector in England, which underpin the new framework of qualifications, have been developed by Lifelong Learning UK (LLUK) ^{xiii}		economic or technical qualifications or by vocational teachers who have completed vocational training and studies of vocational theory. Upper secondary schools also employ specialist teachers with a doctoral degree or similar qualification.	developed in Latvia. ^{xiv}	competencies of some branch of VET teachers were determined. These competencies form the basis for planning school structures, identifying teaching tools and instruments, setting up work force competency system and allocating resources for teaching. ^{xv}
CPD programs					
There is no general common further education program for teachers, trainers and tutors. Each federal state set up their own program, depending on the requests of schools and universities. Courses can be offered by private or governmental organizations and companies.	All full-time further education teachers and trainers must undertake a minimum of 30 hours of continuing professional development per academic year (pro-rata for part-time staff). They must maintain a record/portfolio of CPD activities undertaken which must be provided as evidence to the	For official teachers there is the possibility that is not compulsory to follow CPD courses in accredited subjects and qualified associations. The Ministry of Education with DM 177/00 have disciplined the formalities for the accreditation of the subjects that offer training and CPD courses for the school staff and recognition of the professional and disciplinary associations as	Those who employ teachers, i.e. municipalities and independent schools, are responsible for their in-service training. The extent of in-service training is decided locally. Universities and colleges arrange in-service training courses of varying length for in-post teachers. The municipalities and independent schools decide which teachers to send	Adult educators implementing state financed continuing professional, and professional development programs (either they are implemented in state or private educational establishments) have set out certain requirements that are determined in the Cabinet Regulations. The Cabinet Regulations state that it is mandatory for each teacher to undergo a training course consisting of 26 lessons every	In the framework of “Modernization of Vocational Education and Training” project, VET Teacher Training Modular program is applied for teachers professional development according to competences of VET teachers.

	Institute for Learning (IfL) to maintain licensed practitioner status.	qualified subjects. ^{xvi}		three years	
National/European based accreditation/qualification standards					
-	FENTO standards have been used since the 2007 reform been replaced by the Professional Standards produced by Lifelong Learning UK.	SISS (School of Specialization Teachers Training) accreditation to teach (a specialization after the" Laurea I" degree, obtained at the end of a three-year course (180 university education credits)) There are no recognition at a European level. Just a recognition for teachers that will teach Italian abroad	The Swedish National Agency for Education is responsible for assuring that quality standards are withheld in the public education system A central authority, The Swedish National Commission on Validation for he competences of adult teachers has been appointed for the period 2004-2007.	The Law and the Cabinet Regulations regulate a teachers`profession in Latvia. Law On Regulated Professions and Recognition of Professional Qualifications and Professional Standards for Teachers are developed.	Higher Education Council (HEC) brought the issue of Faculty of Education Accreditation into the agenda in 1998 by a series of studies and activities, and between 1998-2002 pilot studies were conducted. Professional Standards for Teachers are also developed
Private/Public Sector					
Only 9 % of trainers in further education are regular employees. The big rest are freelancers. The situation for teacher at publics schools differs between west and east Germany	The only difference is funding between public and private sector	When a teacher implements a curriculum where the qualification is granted by a state recognized diploma for teachers this is valid just for state institutions (public school), private schools and parity education institutions that means that the requirements are the same for public and private	Adult education is provided in many different forms and under many different auspices, ranging from municipal adult education to labour market training programmes and competence development at work	When a teacher implements a curriculum where the qualification is granted by a state recognized diploma, the requirements are the same for public and private sector. When a teacher implements a curriculum where the state recognized diploma is not given, the curriculums consisting of 160	Teachers/Trainers in Private institutions are appointed through an open recruitment procedure. Teachers are employed by school/institutions and their statue is contracted employee. In public institutions teachers/trainers are civil servant. They are employed by

		sector. This is for the normal or adult education including the teaching in CTP		lessons do not have to be licensed a	MoNE.
Specific rules					
	All publicly funded teachers are subject to inspection by OFSTED (Office of Standards in Teaching and Education). OFSTED inspection framework includes criteria for checking the adequacy and suitability of staff.				<p>The Apprenticeship and Vocational Training Law No. 3308 of 5 June 1986 was introduced in order to improve the vocational and technical training system.</p> <p>The Law 4702 adopted in 2001 amended some existing laws. It stipulates the creation of Vocational and Technical Education Zones comprising vocational and technical upper secondary education institutions</p>
Needed Competences for Near Future/European Level					
4 main areas of problems/lacks: <ul style="list-style-type: none"> • self management • conflict management (team, parents, verbal or physical violence) • to manage the introduction of 	It would seem pertinent to introduce a new set of standards as an addendum to existing standards to introduce competencies and skills required for				<p>Recently acted, Law No 5544 on Institution on Vocational Qualifications envisages a framework of national vocational standards and curricula, education and</p>

new curricula and new media • to manage heterogeneous groups of students (social disadvantaged students, with learning difficulties, immigrants) The training in the following field needed: • self controlled and self planned learning • behavior and motivation • organization management • management of own further education • marketing and public relations • self presentation and moderation • new methods for teaching	teachers to be able to transfer their skills between different education systems from different countries				certification based on these standards to shape Turkish education system in the near future
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3. Conclusion

The results collected from Turkey, Latvia, Sweden, Germany, England and Italy analyzed under the following headings;

Legislation:

According to Table 1. there is no specific regulations on adult education in most of partner countries. However general rules in subject of teachers training are valid for teaching of adults.

Employment of Adult Teachers/Trainers:

Teachers are generally employed by the institution on the basis of an open recruitment procedure.

Educational requirements for adult teachers/trainers:

Graduating from a higher education institution with pedagogical preparation is needed for adult teachers/trainers. The same initial training conditions required for the teachers working in formal and non-formal

institutions of adult education. Also there is no qualification system like Diploma or Certification in Teaching in the Lifelong Learning Sector in partner countries except England.

Competences/Standards of Adult Teachers/Trainers:

Adult educators have similar requirements with the other teachers.

Professional Standard for Subject Teachers have been developed. The same regulations for education and competences have been applied to teachers in adult education as in the rest of the public school system.

Andragogy is not a compulsory subject as a requirement for acquiring a teacher's position for adult education.

CPD programs for Adult Teachers/Trainers:

In the requirements for teachers' training there is no special training for acquiring skills for adult teaching and there is no general common further education program for adult teachers in most partner countries. In England, all full-time further education teachers and trainers must undertake a minimum of 30 hours of continuing professional development per academic year.

National/European based accreditation/qualification standards for Adult Teachers/Trainers:

General professional standards for teachers have been developed. However, there is no accreditation rules for adult education. In Sweden, Swedish National Council of Adult Education is responsible for the evaluation of educational activities and The Swedish National Commission on Validation for the competences of adult teacher has been appointed. In England, Professional Standards produced by Lifelong Learning UK and FENTO standards are used for adult teacher/trainers.

Private and public sector differences for adult teachers/trainers:

Usually there isn't any difference between private and public sector for adult teachers/trainers except employment conditions. Requirements for recruitment and appointment are same. Teachers/Trainers in private institutions are appointed through an open recruitment procedure.

Specific rules:

There are no any specific rules directly related for adult teachers/trainers.

Competences needed in the near future/European level:

The issues on

- professional standards and accreditation for adult teachers/trainers;
- European Qualifications Framework (EQF);
- competence-based curriculum;
- long-distance learning;
- module-based education systems where the material is accessed via the Internet;
- use of ICT in teaching various subjects;

- the e-Learning Competency Framework for Teachers and Trainers;
 - developing multi-cultural educational environments:
 - self management:
 - conflict management;
 - management the introduction of new curricula and new media;
 - management heterogeneous groups of students (social disadvantaged students, with learning difficulties, migration background);
 - self controlled and self planned learning
 - behaviour and motivation
 - organization management
 - management of own further education
 - marketing and public relations
 - self presentation and moderation
 - new methods for teaching
 - studying various forms of social experience;
- are on the agenda of the partner countries.

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